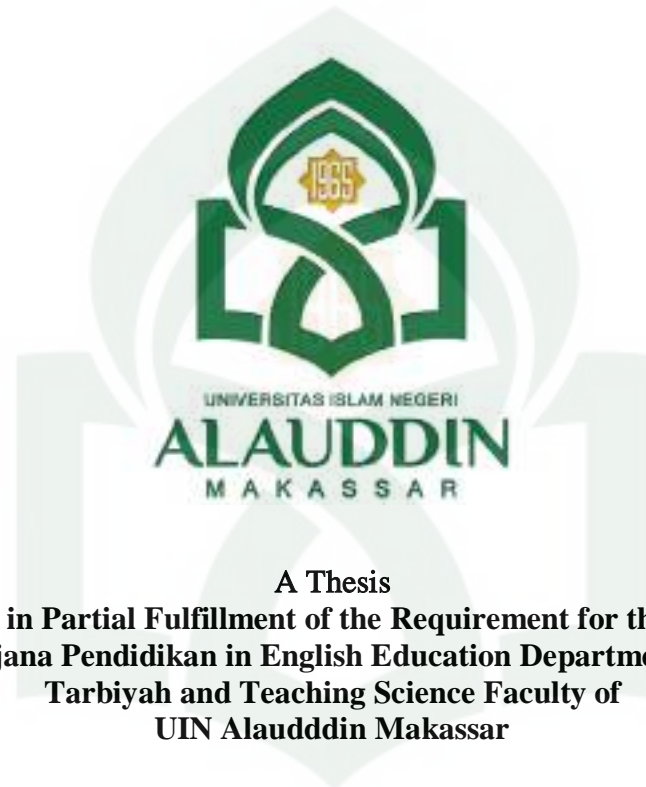


**THE EFFECTIVENESS OF GIVING TRANSFORMATIONAL
GRAMMAR DRILL THROUGH GAME TO IMPROVE
STUDENTS' GRAMMAR UNDERSTANDING
AT THE SECOND GRADE STUDENTS OF
MTs NEGERI PITUMPANUA
WAJO REGENCY**



**A Thesis
Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar**

**By
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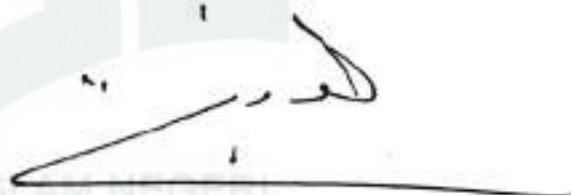
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LIST OF CONTENTS

	Page
TITLE PAGE	i
PERNYATAAN KEASLIAN SKRIPSI.....	ii
PERSETUJUAN PEMBIMBING.....	iii
PENGESAHAN SKRIPSI.....	iv
ACKNOWLEDGMENTS	v
LIST OF CONTENTS	viii
LIST OF FIGURES	x
LIST OF TABLES	xi
LIST OF APPENDICES.....	xii
ABSTRACT	xiii
CHAPTER I. INTRODUCTION	
A. Background	1
B. Research Problem.....	4
C. Research Objective.....	5
D. Operational Definition of Terms	5
E. Research Significance	6
F. Research Scope.....	7
CHAPTER II. REVIEW OF RELATED LITERATURE	
A. Previous Studies	8
B. Pertinent Ideas	9
a. Concept of Grammar	9
b. Concept of Transformational Grammar Drill Technique	14
C. Theoretical Framework.....	19
D. Hypothesis	21
CHAPTER III RESEARCH METHOD	
A. Research Design	22
B. Research Setting	23
C. Variable of the Research	24
D. Population and Sample	24
E. Research Instrument	25
F. Procedure of Collecting Data	26
G. Techniques of Data Analysis.....	27
CHAPTER IV FINDINGS AND DISCUSSIONS	
A. Findings	31
B. Discussions	37

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions	41
B. Suggestions	42

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE



LIST OF FIGURES

Figure 3.1	Research Design.....	23
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LIST OF TABLES

Table 4.1	The distribution of frequency and percentage of score Experimental class in pre test.....	32
Table 4.2	The distribution of frequency and percentage of score Experimental class in post test.....	32
Table 4.3	The distribution of frequency and percentage of score Controlled class in pre test.....	34
Table 4.4	The distribution of frequency and percentage of score Controlled class in post test.....	34
Table 4.5	The mean score and standard deviation of Experimental class and Controlled class in pre test and post test.....	36
Table 4.6	Distribution the value of t-test and t-table.....	37

LIST OF APPENDIX

Appendix I : The Raw Score of the Students' Pre-test

Appendix II : The Raw Score of the Students' Post-test

Appendix III : The Mean Score of Experimental Class and Controlled Class

Appendix IV : Standard Deviation of Experimental Class and Controlled Class

Appendix V : The Significant Difference

Appendix VI : Distribution of T-Table

Appendix VII: Research Instrument

Appendix VIII: Lesson Plan

Appendix IX : Documentation



ABSTRACT

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Title : The Effectiveness of Giving Transformational Grammar Drill through Game to Improve Students' Grammar Understanding at the Second Grade Students of MTs Negeri Pitumpanua Wajo Regency
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This research aims to determine the effectiveness of transformational grammar drill through game technique in teaching grammar which was applied at the second grade students of MTs Negeri Pitumpanua Wajo Regency, South Sulawesi. The principle problem was only one, and it was "is Transformational Grammar Drill through game effective to improve students' grammar understanding at the second grade students of MTs Negeri Pitumpanua Wajo Regency?" The research was quasi Experimental Design using Non-equivalent Control Group Design. The study involved 52 students from two classes of second grade students. The independent variable of this research was Transformational Grammar Drill through Game, and the dependent variable was students' grammar understanding.

The data were analyzed using descriptive statistic (frequency, mean score, and standard deviation) and inferential statistic (independent sample t-test). The research showed that teaching grammar (Simple Present Tense) by using Transformational Grammar Drill through game is effective to improve students' grammar understanding. The effectiveness of Transformational Grammar Drill through game can be proven by the increase of mean score of experimental class from 42.92 in the pre-test to 77.07 in the post-test. The result of the t-test also showed that the Transformational Grammar Drill through game was considered effective in teaching grammar since the t-test was 5.92, it was higher than t-table, 2.021 ($5.92 > 2.021$).

Based on the finding and discussion of the research, the researcher found some advantages of using Transformational Grammar drill through game. Firstly, the students are highly interested and enthusiastic in learning process because grammar is taught in fun way. Secondly, this technique can help the students to be more confident in speaking. Thirdly, this technique can help the students to improve and strengthen their grammar understanding. Furthermore, the researcher suggest that the Transformational Grammar Drill through game is suitable for beginners learners of foreign language.

CHAPTER I

INTRODUCTION

A. Background

Grammar takes a crucial role in English language teaching. In order to be able to speak and write in English correctly, the important competence that the students have to master is grammar. Proper grammar keeps people from being misunderstood when expressing ideas. While a grammatically incorrect can make people confused to understand properly what someone says and writes, and then the communication will not be effective. Learning grammar can also reduce mistakes in the process of developing English skills such as speaking, listening, writing, and reading. Since the understanding of grammar is extremely important, we have to try special effort to learn grammar effectively.

According to the researcher's preliminary study by interviewing some English teachers where this research was conducted, there are some problems concerning with learning and teaching grammar. The first problem is the variety in forms, rules, and usages of English grammar. It makes grammar seem complex for learners or students. Thus, the students can be confused, bored, or frustrated. The second problem is the students' difficulty in applying the forms and rules when they speak and write in English. Even though they can learn all of the theories and rules, students' grammar understanding cannot be great unless the students practice it in communicative interactions. The third problem is the determination of the proper strategy, method,

and technique in teaching grammar. Learning grammar should not be something that is difficult if the teacher can apply the appropriate strategy, method, and technique in the classroom. A good teacher have to adjust the class environmet that facilitate students to understand the lesson.

In learning grammar, there are several factors contributing to the effectiveness of learning and teaching process. *Firstly*, learning process is influenced by learning strategies. Grammar is usually a complex material for many students. The English teachers need to provide the best learning strategy to change the students impression about the complexity of grammar. For example, learning grammar in fun way will make the students feel that grammar is actually not so difficult. *Secondly*, learning process is influenced by student's interest and motivation. Gardner (1975) says that attitude, motivation, and personality are a big clue to successful language learning. For example, the students who are studying while playing games will more enjoy the learning process and will understand the lesson better. *Thirdly*, learning process is also influenced by class environmet. In this case, teachers should have the right setting in arranging the class to create an enjoyable class atmosphere so that the students will enjoy expressing their ideas and feelings. For example, seating arrangement is needed to make the students become cooperative among each other. This seating arrangement can be open class, group work, pair work, or individual work. Class arrangement is going to aim to fulfill the best learning environment for everybody. (Spratt, 2005).

In the daily life, in Indonesia, many children are introduced grammar by the teacher in early age. They start to learn English, grammar in particular, when they are still in primary school. Then, they also learn English grammar in junior high school, senior high school, even in university. The fact is many people are still confused about grammar even though they have learned it for long time.

For teachers, teaching grammar is usually challenging since grammar lesson is considered complex and boring for many students. The traditional way in teaching grammar is usually not interesting for students. Nedomová (2007) states that “young learners are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired.” When the students feel bored, it means they lost their interesting, motivation and attention to the lesson. For that reason, teachers have to be more creative in applying some interesting and meaningful classroom activities in teaching grammar.

Games, as we know, can facilitate an enjoyable and fun learning and teaching process. Using games in learning and teaching process will allow students to learn and play at the same time. Naturally when the students play a game, the competitive aspect of a game will make the students try their best to win and beat others. Beside the enjoyment and relaxation, games will motivate and encourage students. An effective and successful learning becomes more possible when the learning and teaching process run in the enjoyable atmosphere. On the other side, the main focus

of using game in teaching grammar is that to improve students' grammar understanding.

An alternative way in teaching grammar is using Transformation Grammar Drill through game. The Audio-Lingual Method is a method that sees grammar as an important thing that has to be mastered. The characteristic of this method is using imitation and repetition. In applying the method, Transformational Grammar Drill is one technique that can be used. Based on the Audio-Lingual Method, language is a habit. Therefore, learners or students can acquire target language as a new habit when they are doing imitation and repetition. To improve students' grammar understanding and also to strengthen the students' interest in learning and teaching process, the researcher is interested to collaborate the Transformation Grammar Drill, which is one of an old method in language teaching, and a game in teaching grammar.

Related to the description above, the researcher try to conduct an experimental study under the title," *The Effectiveness of Giving Transformational Grammar Drill through Game to Improve Students' Grammar Understanding at the Second Grade Student of MTs Negeri Pitumpanua Wajo Regency*".

B. Research Problem

Based on the statement about learning and teaching grammar above, the researcher formulated research question as follow; was Transformational Grammar Drill through game effective to improve students' grammar understanding at the second grade students of MTs Negeri Pitumpanua Wajo Regency?

C. Research Objective

The primary aim of this research was to explore the effectiveness of giving Transformational Grammar Drill through game to improve students' grammar understanding at the second grade student of MTs Negeri Pitumpanua Wajo Regency. While the specific objectives of this research could be presented as follow; to know whether the Transformational Grammar Drill through game was effective or not to improve students' grammar understanding at the second grade students of MTs Negeri Pitumpanua Wajo Regency.

D. Operational Definition of Terms

This research was focused on two components; *Transformational Grammar Drill through Game* and *Grammar Understanding*. The definition of each component can be explained by the researcher as follow:

1. Definition of Transformational Grammar Drill through Game

Transformational Grammar Drill through Game is a kind of drill that transforms or changes a word, phrase, or sentence from a certain form into another form based on the teacher's instruction. Transformational Grammar Drill is given through game. It uses a ball as a tool to point which students will transform the sentences orally.

2. Definition of Grammar Understanding

Grammar Understanding is the understanding of the basic rules, forms, and usages of English grammar which will be focused in Simple Present Tense material. This can be measured by using test.

E. Research Significance

After conducting this research, the researcher found that this research was useful and beneficial for the following theoretical and practical significance:

1. Teoretical Significance

Theoretically, this research was conducted to provide empirical evidence of the effectiveness of giving Transformational Grammar Drill through game to improve students' grammar understanding at the second grade student. Moreover, the result of this research was expected to give contribution to related theories and researches about Transformation Grammar Drill.

2. Practical Significance

Practically, this research was expected to be beneficial for teacher, students, and educational institution. The first, for teacher, the result of this research can be a reference to apply and develop an effective and interesting media in teaching grammar in the classroom. The second, for students, the result of this research was expected to provide a comfortable learning process for the students in learning grammar effectively. It also can give the students a new

experience in learning grammar. The third, the result of this research was expected to give contribution in developing a better learning and teaching process in the school. A good learning and teaching process will improve the quality of education.

F. Research Scope

To limit the research variables, the scope of this research focused on the effectiveness of The Transformational Grammar Drill through game to improve students' grammar understanding. The grammar understanding was emphasized on the students' understanding of Simple Present Tense. Then, the game that used was grammar ball game. The research was conducted at MTs Negeri Pitumpanua Wajo Regency which is located in Wajo Regency. The research focused to identify grammar understanding of the second grade students of MTs Negeri Pitumpanua Wajo Regency in the academic year 2016/2017. The method that used in this research was Quasi Experimental Design, Nonequivalent Control Group Design.

CHAPTER II

LITERATURE REVIEW

This section presents the review of related literature dealing with some related research findings, and some pertinent ideas.

A. Previous Studies

There are some researches which have been conducted related to the teaching grammar:

- A. Prahlad Chandra Lamsal (2011) conducted a research entitled Effectiveness of Orall Drill in Teaching Grammar. The objectives of the research are to find out the effectiveness of orall drill technique in teaching grammar and to list some pedagogical implications on the basis of the findings of the study. This research found that using drill technique for the purpose of teaching grammar has positive effect. The result of the research shows that teaching grammar through drill technique is more effective than conventional way of teaching.
- B. Gulin Yolageldili and Alda Arikan (2011) in their research entitled Effectiveness of Using Games in Teaching Grammar to Young Learners aid to explore the effectiveness of using games in teaching grammar to young learners from the view points of Turkish EFL teachers working in primary schools. The research found that Turkish EFL teachers recognize the pedagogical value of using games in their classroom and agree that using games is effective in teaching grammar especially for young learners.

There are some previous researches related to effectiveness of drill technique and effectiveness of games in different aspect of language teaching. But the researcher did not find a research that integrates the drill technique and games in teaching grammar. Therefore, the researcher will try to conduct a research about effectiveness of Transformational Grammar Drill through game in teaching grammar.

B. Some Pertinent Ideas

1) The Concept of Grammar

a. Definition of Grammar

There are many definitions of grammar that have been given by experts, some of them are:

Penny Ur (1996) defined grammar as one of the aspects of language that should be taught and learnt. It can be explained as how words are combined or changed to form acceptable units of meaning within a language.

Another definition, Cowan (2008) stated that grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. Grammar is central to the teaching and learning of languages. It is also one of the more difficult and controversial aspects of language teaching.

b. The Importance of Grammar

Some importance of learning and teaching grammar are:

- a) Grammar teaching is essential for the correct use of language.
- b) Language is arbitrary by nature which makes teaching of grammar more important.
- c) Grammar teaching is necessary to proceed from concrete to abstract.
- d) Grammar teaching provides an insight into the structure of the language works.
- e) It provides a systematic knowledge of the language.
- f) It provides the criterion for judging the correctness of language.

c. Approaches of Teaching Grammar

a) Deductive Approach

The deductive approach is famous in the field of language teaching especially in the teaching of grammar. It is also called the explicit instruction of grammar. This method has been used in the field of teaching grammar for long time. This approach's aim is to develop linguistic competence on the part of learners. It believes that language teaching should be based on principle from general to particular. It views language learning to be an intellectual activity and grammar learning to be rules. It also believes in the logical institution as the device of deducing rules. "A deductive approach starts with the presentation of rules and is followed by examples in which the rule is applied". (Thornbury, 1999)

Following steps come under the deductive approach.

- a. Presentation of rules.
- b. Description and explanation of rules.
- c. Providing some examples.
- d. Explaining underlying rules. Mostly by using mother tongue.
- e. Asking students to practice the rule orally or in writing.
- f. Contrasting the areas of difference between mother tongue and target language.

b) Inductive Approach

The inductive approach of teaching grammar is new scientific and innovative as well. It is also called implicit instruction. The main aim of teaching grammar, according to this method is to develop in student's linguistic competence which refer to the ability to construct and compared grammatically correct and acceptable sentences of the language being learnt. The method follows the principle of particular to general. This method views language to be generalization through observation and experience. It is based on the belief that language learning is an innovative task of discovery new pattern and structures. This method focuses on the samples from real and actual use of language as far as possible, "an inductive approach starts with some examples from which a rule is inferred." (Thornbury, 1999)

Following procedures under the inductive approach:

- a. Presentation of examples.
- b. Analysis of examples.
- c. Rule formulation.
- d. Generalization of rules that grow out of the previous activity.
- e. Written and oral practices.

c) The Eclectic Way

This is a middle path of teaching grammar. Average teachers like to use the advantages of both the methods. They use deductive method explain a complex grammar point whereas they also use inductive teaching to involve the students. It is found that deductive learning is easier for adult learners whereas inductive learning is more effective especially for teaching grammatical regularities. Therefore on the basis of classroom reality what class room situation dictates in the same way we teachers should have ability to use eclecticism in teaching.

d) Communicative Approach

Communicative language teaching focuses on meaning with no explicit attention to grammatical form. It involved in reaction to a view of language instruction that relied largely on the development of four skills-listening, speaking, reading and writing-and on mechanical drill that manipulated grammatical form with no relation to realistic communication.

"Communicative competence refers to the intuitive mastery that native speakers possess to use and interpret language appropriately and situationally in relation to social context and interaction between people. In the same way, it also focuses to develop the ability about who says what to whom, when, where, with what effect, in which manner, what to say. What not to say. Classroom instruction in communicative teaching involves using games, puzzle solving, rule playing, storytelling, discussing ideas, deciding on a course of action, taking a point of view, and making intelligent guesses about a picture shown in conjunction with an oral presentation." (Cowan, 2008). In communicative language teaching the teacher doesn't direct the classroom activities. Instead, the student work together in small groups or pairs to achieve meaning through interaction, while the teacher steps into the background and is available to guide and to resolve problems that arise in the course of students' attempts to communicate.

e) Task-Based Approach

The principles of task-based-language teaching are as follows:

- a. Use realistic tasks in teaching.
- b. Elaborate on the input given to the student.
- c. Provide the students with rich input (language that is comprehended and promotes the formation of grammar rules).
- d. Promote co-operation learning between and among students.

It is possible to create task that involves the realistic use of specific grammatical rule in task -based language teaching the tasks can be closed and open. Closed task I highly structured with only on possible solution but open tasks often used in task based language teaching.

2) The Concept of Transformational Grammar Drill Technique

a. Definition of Drill

Drill is a technique, especially known as teacher-fronted technique. It engages the learners if we wish learners to rote the structure or patterns of language. The Longman dictionary of applied linguistics defines drill as a technique commonly used in language teaching for practicing sentence patterns in a Language based on guided repetition or practice.

Drill is a technique implemented in language teaching in order to train the learners to talk using the particular patterns of structures. Drills are used to teach sentence pronunciation, stress and intonation. Correct pronunciation requires imitation and repetition and this is done using drills. Similarly, Dakin (1973) says that drills are supposed to train the learner to talk by helping him/her master the basic structural patterns of the language.

According to Larsen-Freeman (2005) the teaching techniques in audio-lingual method are dialogue, memorization, expansion drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill etc. The goals of audio-lingual method are, teachers want their

students to be able to use the target language communicatively. In order to this, they believe students need to over learn the target language, to learn to use it automatically without stopping to think. Students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

Thornbury (1999) has presented a sequence of oral drill for teaching grammar. They are repetition drill, imitation drill, substitution drill etc. According to him drilling is one of the easiest techniques to learn. It is also an economical way of practicing grammar; it has wide applicability in that almost anything can be drilled. Drills are traditionally associated with accuracy practice and typically follow close on the heels of grammar presentation. The another purpose drills may serve is to help atomization of language chunks. In this sense, they are really a form of fluency practice since they help the learner to store language as memorized chunks, which are more speedily and more easily accessed than grammar rules.

Drill can be practiced by using the following way. The first is *Chorus Level*. In this drill the teacher is the model. The teacher says something or asks a question and the whole class will answer it. This is the kind of drills we should start with when we start practicing a pattern with a class. The advantages of chain drill are as follows:

- a. It gives every pupil in the class in the language pattern.
- b. It enables shy or backwards pupils to speak without feeling embarrassed.
- c. It gives confidence to slower pupils.
- d. The fact that the whole class is practicing saves time.

- e. The whole class is active and working.
- f. Particularly valuable as an introductory drilling procedure with large classes.

The second is *Group Work*. This is the next stage in drilling. After the chorus drill break the class into groups for further practice. Begin with two groups, one asking and the other answering. After some practice with two groups the same drill may be used with the class divided into four or more groups. A, B, C, D etc. The advantages of group work are as follows:

- a. The whole class is actively working.
- b. The pupils are talking to each other not to the teacher.
- c. It is easier for the teacher to spot individual difficulties of those who are simply not working.
- d. The noise level is more controllable.
- e. The group feeling still exists but as the group becomes smaller individual difficulties become more obvious and the teacher has to go on to drilling procedures, which can deal with them.

The third is *Individual Work*. This comes last in the order of drill work. It is useful for those who have not practiced. It should not be continued too long because it might be boring to the students and embarrass the individual students.

b. Transformation Drill through Game

Transformational Grammar Drill is a kind of Audio-Lingual Method. The Audio-Lingual Method is an oral-based approach. However, the method drills learners or students in the use of grammatical sentence patterns. Theoretically, this method strongly related to linguistic and psychology (Larsen-Freeman, 2000). Also, Skinner (1957) adds, “In the Audio-Lingual Method, grammar is most important for the student; the teacher drills grammar, the student must repeat grammar patterns after the teacher.” Then a sentence is transformed into negative, interrogative or through changes in tense, mood, voice, aspect etc.

e.g.

A: He comes here.

B: He doesn't come here.

C: Does he come here?

b. Game

According to Haldfield (1999), “A game is an activity with rules, a goal and an element of fun... Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.” This definition highly evaluates the importance of games in teaching. It adds to teachers' techniques in teaching that games serve not only as an ‘amusing activity’, but as a technique to carry out tasks to learners amusingly as well. Haldfield (1999) adds, “Games can be used at all stages of the progression from controlled to free

practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action.”

Haldfield further emphasizes the effective use of games. Students are always lazy to do the tasks. Therefore, games are used suitably in the way in which learners are led to participate in the games so that learners can have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective in a way that students can play and learn at the same time.

Lee (1991) defines, “Games in the strict sense, which have a definite beginning and end, are governed by rules...” Similarly, Haldfield (1990) defines games as "an activity with rules, a goal and an element of fun." Games are not carried in chaos. Games have the rules, and for it is necessary players to digest these rules before the start so that they can play the games smoothly without committing them.

According to Greenall (1990), “The term ‘game’ is used whenever there is an element of competition between individual students or teams in a language activity.” When appears ‘an element of competition’, all above rules are most needed. Besides, games are, in this case, emphasized to encourage students’ solidarity in teamwork in which they have to try their best to do the tasks or maybe to code any requirements given in the games for their team spirit. Therefore, games comprise many factors such

as rules, competition, relaxation, and learning. The main focus of using game in class is not only to help students to learn more effectively but also to have fun.

C. Theoretical Framework

Grammar is the base of English language. To enhance communication skill, mastering grammar is as significant as mastering the four skills; speaking, listening, reading, and writing. Grammar has a high contribution in developing the four skills. In speaking and writing English, we have to know how to organize words in expressing ideas and thoughts properly in order to prevent misunderstood and miscommunication. Therefore, to understand what other people say or write correctly, we also have to understand grammar. However, the significance of learning grammar is cannot be neglected.

Since learning grammar with many rules seems complex to many students, a teaching technique that provide enjoyable learning process is surely needed. Transformational Drill through Game is a technique which involves manipulating structure in a systematic and fun way. By giving Transformational Grammar Drill through game, the students are expected to be interested and motivated. Shalaway (2005) says that it is not enough to plan your lessons focusing on the student's interest; you should facilitate the process of raising students' motivation to learn the language, nurture the value of getting the skills to an ongoing learning process.

Drilling refers to a type of Audio-Lingual Method based on students repeating a model which is provided by the teacher. The learning theory underlying the

Audiolingual Method is behaviorism. Behaviorism posits that all learning occurs as humans respond to external stimuli and their response is either rewarded or punished, which serves to increase or decrease the behavior. Brooks (1964) explained how behaviorist theory was to be applied in the classroom, with teachers providing linguistic stimuli in the form of dialogues and drills," reinforcing students' correct responses, and correcting their errors.

Harmer (2007) states that drilling is a mechanical way in getting the students demonstrate and practice their ability to use specific language items in a controlled manner. Thornbury (1999) also states that drilling is an easy and economical technique to teach grammar. Drilling is considered as a flexible way since almost anything can be drilled. It makes this technique also good to use in teaching young learners. According to Haycraft (1978), after presentation and explanation of the new structure, students may use controlled practice in saying useful and correct sentence patterns in combination with appropriate vocabulary. Furthermore, combining the drill technique with games can make the classroom activities be more active and effective since games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995).

In applying Transformational Grammar Drill through game, the teacher gives the students a certain kind of sentence pattern and asks to change it to another form. The students should be able to respond quickly and accurately. If the student's

respond or answer is incorrect, the teacher have to guide them to correct it in positive way. The correction is important because the students need to know their mistake then need to be guided how to correct it in order to prevent recurring errors.

Based on the theories above, it can be concluded that Transformational Grammar Drill through Game is a technique that has been used in second language classroom activities which is emphasis on repeating structural pattern through oral practice. Therefore, the researcher assumed that Transformational Grammar Drill through Game will be effective to be used in teaching grammar. This research emphasizes the effectiveness of giving Transformational Grammar Drill through game to improve students' grammar understanding especially the understanding of Simple Present Tense.

D. Hypothesis

The hypothesis of this research was formulated as follows:

H₀: Transformational Grammar Drill through game is not effective to improve students' grammar understanding.

H₁: Transformational Grammar Drill through game is effective to improve students' grammar understanding.

CHAPTER III

RESEARCH DESIGN

This chapter presents about the research design, research variable, population and sample, and research instrument, procedures of collecting data, and technique of data analysis.

A. Research Design

In conducting the research, the researcher used Quasi Experimental Design (Nonequivalent Control Group Design) to identify the effectiveness of giving Transformational Drill through game to improve students' grammar understanding at the second grade student of MTs Negeri Pitumpanua Wajo Regency in the academic year 2016/2017.

There were two classes that chosen purposively. The first class was the experimental class and the second class was the controlled class. The experimental class and the controlled class were given pretest to identify the initial condition, especially the grammar understanding of both classes. In learning process, the experimental class was taught by giving Transformational Grammar Drill through game. On the other side, the controlled class was taught by using conventional way. The two classes were also given post test to know the result of the treatment. To identify the significance differences of the experimental and controlled class, the

researcher compared pretest and posttest score of both classes that can be presented as follow:



Figure 3.1. Research Design

Where:

X = treatment

O_1, O_3 = pre-test

O_2, O_4 = post-test

(Sugiyono, 2014: 116)

B. Research Setting

1. Time of the Research

After doing preliminary study for one week from 8th to 12th of August 2016, then the researcher conducted the three main steps of the research; pre-test, treatment, and post-test from 20th of September to 22nd of October 2016. The steps has been explained chronologically in *Procedure of Collecting Data*.

2. Place of the Research

The research was conducted in MTs Negeri Pitumpanua which is located in Jalan Poros Makassar-Palopo, Pitumpanua, Wajo Regency. Wajo Regency is a regency of South Sulawesi located $\pm 180\text{KM}$ in the north of Makassar, the capital city of South Sulawesi, while Pitumpanua is located $\pm 80\text{KM}$ from Sengkang, the capital of Wajo Regency.

C. Variable of the Research

The variables of this research were:

1. Independent Variable

The independent variable of this research was Transformational Grammar Drill through Game.

2. Dependent Variable

The dependent variable of this research was students' grammar understanding.

D. Population and Sample

1. Population

Sugiyono (2014) said that population was the generalized composed of the object/subject that had certain qualities and characteristics determined by the researcher to learn and then drawn the conclusion.

The population of this research was all of the students in the second grade of MTs Negeri Pitumpanua Wajo Regency in the academic year 2016/2017 which consisted of seven classes. The total number of population was 218 students.

2. Sample

Sample is part of the population which as a representative (Arikunto: 2010). The researcher used purposive sampling technique to draw a sample from the population in this research. Castillo (in Rafiqah: 2009), he pointed out that this type of sampling technique is also known as judgmental sampling. Judgmental sampling used where the researcher selects units to be sampled based on their knowledge and professional judgment. It is also used in cases where the specialty of an authority can select a more representative sample that can bring more accurate results than by using other sampling technique.

The researcher purposely choosed two classes as a sample. These classes were divided into experimental and controlled class. The class VIII C was the experimental class and the class VIII A was the controlled class. The researcher took 26 students from each class. These classes was taken as the sample of the research based on suggestion and recommendation of the English teacher of MTs Negeri Pitumpanua Wajo Regency that both classes had low ability in understanding grammar. They had almost the same average ability in grammar. Class VIII A and VIII C also had the same number of students.

E. Research Instrument

The instrument of the research was written test which aimed to measure the achievement of students in understanding Simple Present Tense. The test was pre-test and post-test which were given before and after the treatment. Type of test used

in this research were 5 numbers of transformation, 5 numbers of fill in the blank, 5 numbers of multiple choices, and 5 numbers of essay. The tests consisted of 20 questions. *(see Appendix VIII: 71).*

F. Procedure of Collecting Data

This research was carried out from 8th of August to 22nd of October 2016. The researcher applied the Transformational Grammar Drill through game only in the experimental class. The controlled class was taught by using conventional way of teaching grammar. The treatment was given for ten meetings. During the research, there were some steps that the researcher did in collecting data that were chronologically performed as follow:

1. Monday, 8th to 12th of August 2016, the researcher met the headmaster and the English teacher of MTs Negeri Pitumpanua Wajo Regency for asking permission to conduct the research. The researcher did a preliminary study by observing the learning and teaching process of English subject, especially to find out the problems concerning with students' grammar understanding.
2. Tuesday, 20th of September 2016, the reseracher introduced herself and explained her purpose to both classes that would be the experimental and controlled class.
3. Wednesday, 21st of September 2016, the researcher performed pre test in experimental class. *(The result, see Appendix I: 44).*

4. Thursday, 22nd of September 2016, the reseracher performed pre test in controlled class. (*The Result, see Appendix II: 45*).
5. In Monday, 26th of September 2016, the researcher started doing the treatment in experimental class. The researcher began the treatment process by explaining *personal pronoun, verb, adjective, adverb and noun*.
6. In Wednesday, 28th of September 2016, the material was *What is Simple Present Tense?*
7. In Monday, 3rd of October 2016, the material was *Simple Present Tense in Verbal Sentence*.
8. In Wednesday, 5th of October 2016, the material was *Daily Activity*.
9. In Monday, 1^{0th} of October 2016, the material was *Simple Present Tense in Nominal Sentence*.
10. In Wednesday, 12th of October 2016, the material was *Self Introduction*.
11. In Monday, 17th of October 2016, the material was *Yes/No Question in Simple Present Tense*.
12. In Wednesday, 19th of October 2016, the material was *WH Question in Simple Present Tense*.
13. Thursday, 19th of October 2016, the researcher performed post-test to the experimental class. The post test was given to know the result of giving treatment. (*The Result, see Appendix I: 44*).

14. Saturday, 22nd of October 2016, the researcher performed post-test to the controlled class. (*The Result, see Appendix II: 45*).

G. Technique of Data Analysis

The technique of data analysis that used was descriptive statistic and inferential statistic. Descriptive statistical analysis was used to look for frequency, mean score and standard deviation, and inferential statistical analysis was used to test the hypothesis. The formula used to test the hypothesis was t-test with the level of significance (α) 0.05 (95%). Before the t-test, there were some steps which had to be done as next page:

1. The formula used to check students' score in both pre-test and post-test was:

$$P = \frac{F}{N} \times 100$$

Where:

P = Rate percentage

F = Frequency of the correct answer

N = the total number of students

(Depdikbud in Nur: 2011)

2. The scale used in classifying the student score was:

Scale	Classification
91-100	Very Good
76-90	Good
61-75	Fair
51-60	Poor

≤ 50	Very Poor
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(Depdiknas: 2005)

3. The researcher calculated the mean score both experimental and control group using formula as followed:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean Score

$\sum x$ = the sum of all score

N = the total number of subjects

(Gay, Mills&Airasian: 2006)

4. The researcher calculated the sum of square both experimental and control group using formula as followed:

$$SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where: SS = the sum of square

N = total number of the subjects

$\sum X^2$ = the sum of all square; each score is squared and all the squares are added up

(Gay, Mills&Airasian: 2006)

5. The researcher calculated the significant different between the pre-test and post-test by using formula as followed:

$$SD = \sqrt{\frac{SS}{N-1}}$$

Where: SD = Standard deviation
 N = number of population

(Gay, Mills&Airasian: 2006)

6. The researcher computed the hypothesis significant. It was to know whether the H_0 was accepted or not. For the sake of computation, it used t-test formula as followed:

$$t = \frac{\overline{X^1} - \overline{X^2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where: $\overline{X^1}$ = Mean score of experiment group

$\overline{X^2}$ = Mean score of control group

SS_1 = Sum of square of experiment group

SS_2 = Standard Deviation of control group

n_1 = Total number of experiment group

n_2 = Total number of control group

(Gay, Mills&Airasian: 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and the discussions of the findings. The findings are in line with the problem statements stated in the introduction part. The findings of the research present the description of the result of data collected through written test. In the discussion section, the researcher describes further explanation of the findings given.

Moreover, in this chapter, the researcher analyzed the data obtained from the students pre-test and post-test. The data consisted of the result of the pre-test and post-test. The pre-test was intended to know the ability of the students' vocabulary ability before giving treatments, while the post-test was intended to find out whether there was any improvement or not of the students' grammar understanding after having several treatments by implementing Transformational Grammar Drill through Game.

A. Findings

1. The Classification of Students' Pre-Test and Post-Test Scores in Experimental Class

The findings of the research deal with the rate percentage of the students' score obtained through test, mean score, standard deviation, and test of significance.

Table 4.1
The distribution of frequency and percentage score of
Experimental class in pre-test

No	Score	Classification	Frequency	Percentage
1	85-100	Excellent	-	-
2	70-84	Good	-	-
3	55-69	Fair	6	23.07%
4	40-54	Poor	12	46.15%
5	0-39	Very Poor	8	30.76%
Total			26	100 %

Table 4.1 shows that the rate percentage of score of experimental class in pre-test from 26 students, 1 student (23.07%) obtained fair score, 12 students (46.15%) obtained poor score, and 8 students (30.76%) obtained very poor score.

Table 4.2
The distribution of frequency and percentage of
Experimental class in post-test

No	Score	Classification	Frequency	Percentage
1	85-100	Excellent	6	23.07%
2	70-84	Good	14	53.84%
3	55-69	Fair	5	19.23%
4	40-54	Poor	-	-
5	0-39	Very Poor	1	3.84%
Total			26	100%

While, the rate percentage of score of experimental class in post-test from 26 students at table 4.2 indicates that 6 students (23.07%) were classified into excellent, 14 students (53.84%) were classified into good, and there was only 1 student (3.84%) classified into very poor.

It proves that the score and percentages of experimental class in the post-test were better than in pre-test because in the rate percentage in the post-test was higher than the percentage in pre-test.

1) The Classification of Students' Pre-Test and Post-Test Scores in Controlled Class.

The following table shows the distribution of frequency and percentage of final score in pre-test and post-test of controlled class.

Table 4.3
The distribution of frequency and percentage score of
controlled class in pre-test

No	Score	Classification	Frequency	Percentage
1	85-100	Excellent	-	-
2	70-84	Good	-	-
3	55-69	Fair	8	30.76%
4	40-54	Poor	8	30.76%
5	0-39	Very Poor	10	38.46%

Total	26	100%
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Table 4.3 shows the rate percentage and frequency in pre-test of the controlled class students, none of the students got excellent, nor good core. There were 8 students (30.76%) were in fair category, 8 students (30.76%) were in poor category, and 10 students (38.46%) were in very poor category.

Table 4.4
The distribution of frequency and percentage score of
Controlled class in Post-test

No	Score	Classification	Frequency	Percentage
1	85-100	Excellent	-	-
2	70-84	Good	6	23.07%
3	55-69	Fair	8	30.76%
4	40-54	Poor	7	26.92%
5	0-39	Very Poor	5	19.23%
Total			26	100%

Similar with the previous table, table 4.4 shows that in post-test, none of the students got excellent. On the other hand, There were 6 students (23.07%) got good

score, 8 students (30.76%) obtained fair score, 7 students (26.92%) obtained poor score and the other students (19.23%) obtained very poor score.

Based on the result above, it can be concluded that the rate percentage in the post-test was different with the rate percentage in pre-test.

2) The Mean Score and Standard Deviation of Experimental Class and Controlled class

After calculating the result of the students' score, the mean score and standard deviation of both classes can be presented in the following table:

Table 4.5
The mean score and standard deviation
of Experimental class and Controlled class

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	44.3	10.84	77.07	14.22
Control	43.84	11.78	53.84	15.43

The table 4.5 shows that, the mean score of experimental class in the pre-test was 44.3, and the standard deviation was 10.84 whereas the mean score of controlled class in the pre-test was 43.84, and the standard deviation was 11.78. In addition, the mean score and the standard deviation of experimental class in post-test were 77.07 and 14.22 while the mean score and the standard deviation of controlled class in the post-test were 53.84 and 15.43. Thus, it could be concluded from both of the tests; the experimental class gained greater mean score in the post test than the control group.

The significant score between experimental and controlled class can be known by using t-test. The result of t-test can be seen in table 4.6 as follow:

Table 4.6
Distribution the value of t-test and t-table

Variable	t-test value	t-table value
Pre test	0.15	2.021
Post test	5.92	2.021

Table 4.6 indicates that the value of the t-test was higher than the value of the t-table. It indicates that there was a significant difference between the result of the students' pre test and post test.

Based on the table of distribution the value of the t-test and the t-table in post test above, the researcher concluded that t-test value was higher than t-table ($5.92 > 2.021$). It mean that the effectiveness of Transformational Grammar Drill through game to the students' grammar understanding has successfully been proved. If t-table value is higher than t-test value at the level of significance $\alpha 0.05$ and df $(N_1+N_2) - 2 = (26 + 26) - 2 = 50$, it meant that (H_1) was accepted. In contrary, if the t-test was higher than t-table, it meant that (H_1) was rejected.

B. Discussion

Transformational Grammar Drill through game is a suitable technique applied in teaching grammar in the classroom. This technique helps learners to learn grammar effectively without feeling bored. Students learn to understand the rules of grammar by accustoming to transform sentences from one form into many others form then expressing it orally. The kind of game that can be used is grammar ball game. It uses a ball as a media to point the students who have to transform the sentence. Using this technique make the students learn grammar while playing to reduce frustrated feeling of learning grammar.

In this study, several things have been inferred logically. First, same problems of both experimental class and controlled class were the lack of grammar understanding and the lack of interest to learn grammar. For example, when the researcher perform pre test to both classes, most of them were confused to answer the questions eventhough they realize that the material was not something new for them. Second, students of experimental class showed really big enthusiactic in learning process that using Transformational Grammar Drill through game. For example, they paid big attention to the material and researcher's instruction. Most of them also actively answered the questions and asked what they had not understood. Third, there was a strong difference at students' point of view before and after the treatment. For instance, before starting the treatment in the experimental class, only a few students enjoyed the English class. Then different statement came at the last meeting, after post test was performed. Most of the students said that they enjoyed the learning process during the treatment.

Analysis of the mean score gap in the post-test between the experimental and controlled class ensures if the strategy used was effective. The mean score of the experimental class was 77.07 and 53.84 for the controlled class. It means that the gap of the students' score of the experimental and controlled class is 23.23. The explanation of the gap between the two classes indicates that the score of the experimental class is highly increased while the score of the controlled class is only a little bit increased.

To sum up, the result of this study shows that the students' score after the treatment using Transformational Grammar Drill Game in experimental class has a significant improvement. It means the use of Transformational Grammar Drill through game in teaching grammar is beneficial to increase students' grammar understanding. The comparison of the result of post test score between experimental and controlled class, also indicates that the treatment was successful.

The researcher asserted that Transformational Grammar Drill through Game is one of techniques that can be used in teaching grammar to beginners of foreign learners. Eventhough the score of the controlled class was also increased, but the improvement was not really significant. The experimental class achieved really better result than the controlled class in the same material. The students in experimental class were interested and enthusiastic in learning process while the students in controlled class felt bored and not interested to learning process when conventional method; Grammar Translation Method, was applied to teach grammar. Furthermore, besides improving the students' grammar understanding, the Transformational Grammar Drill through game technique also improves the students' self confidence to speak because this technique requires the students to transform the sentences orally. Thus, the technique facilitates the students to be more active comfortable in learning grammar.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as few suggestions of this study.

Suggestions are taken based on findings and conclusions obtained in this research.

A. Conclusion

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

The Transformational Grammar Drill through Game is effective in teaching Grammar at the second grade students of MTs Negeri Pitumpanua Wajo Regency. Using Transformational Grammar Drill through Game can improve the students' grammar understanding especially in understanding Simple Present Tense. The students' grammar understanding before being given treatment by using Transformational Grammar Drill through Game was still low. There was an obvious different before and after applying Transformational Grammar Drill through Game. Moreover, it was found in students post-test higher than the pre-test which proved that applying Transformational Grammar Drill through Game in teaching grammar contributed to the students', and made process of teaching grammar more effective.

The enhancement can be seen through the statistical analysis that t-test value in post-test was 5.92, greater than t-table value 2.021. It meant that Transformational Grammar Drill through Game was effective in teaching grammar at the second grade students of MTs Negeri Pitumpanua Wajo Regency.

B. Suggestions

There are many techniques and strategies that can be used in teaching grammar, but Transformational Grammar Drill through Game can be an alternative way for teachers to make learning and teaching grammar process be more effective and interesting. Here are some suggestions as follows:

1. Transformational Grammar Drill through Game is suggested to be used as an alternative technique in teaching grammar effectively.
2. Transformational Grammar Drill through Game is suggested to be used for beginner learners of foreign language.
3. Transformational Grammar Drill through Game is suggested to be used as a fun way to improve students' grammar understanding. This technique facilitates all students in the classroom to be more active and enthusiastic in learning grammar.
4. The next researchers are suggested to find more resources and carrying out more researches about Transformational Grammar Drill through Game in teaching grammar.
5. Finally, the researcher expects that this thesis will bring benefit and new views for all readers and English teachers. Hopefully, there will be other advantages of using Transformational Grammar Drill through Game in teaching and learning process, not only in learning and teaching grammar, but also the other skills of English.

APPENDIX I

The Row Score of the Students' Pre-test and Post-test
in Experimental Class

NO	Name of Students	Pre-Test		Post-Test	
		Score (X)	X1 ²	Score (X)	X1 ²
1	Abdul Mursyid	48	2304	88	7744
2	Aksa Assalasatun	44	1936	84	7056
3	Aliya Zahira	36	1296	68	4624
4	Andi Yusuf	40	1600	80	6400
5	Besse Amalia Fitri	60	3600	88	7744
6	Besse Hasmin	48	2304	68	4624
7	Besse Nurul Fadillah	56	3136	80	6400
8	Iqbal Exa Winardi	52	2704	80	6400
9	Irvadillah Ismail	48	2304	76	5776
10	Kelvin	52	2704	84	7056
11	M. Erwin	48	2304	88	7744
12	Muh. Fadil Akbar	64	4096	92	8464
13	Muh. Rifki Putra Amir	56	3136	92	8464
14	Muhammad Iqbal	36	1296	80	6400
15	Muhammad Risal	20	400	56	3136
16	Nur Dahlia	32	1024	72	5184
17	Nur Faika Alyas	40	1600	76	5776
18	Rehan Anugrah	28	784	60	3600
19	Rismawanda	48	2304	92	8464
20	Riza Oktavriani	32	1024	76	5776
21	Saldi Afrianto	36	1296	68	4624
22	Selvi Yuniar	32	1024	32	1024
23	Sitti Samsinar	56	3136	76	5776
24	Taufiqul Aqsa	44	1936	84	7056
25	Tamlihan Ridwan	56	3136	84	7056
26	Wawa Aprianti	40	1600	80	6400
Total		1152	53984	2004	158768

APPENDIX II

The Row Score of the Students' Pre-test and Post-test
in Controlled Class

NO	Name of Students	Pre-Test		Post-Test	
		Score (X)	X1 ²	Score (X)	X1 ²
1	Andi Nanda Bintang	32	1024	32	1024
2	Abdul Karim	44	1936	40	1600
3	Afdal Nurrahim	24	576	52	2704
4	Afdal Nurrahman	44	1936	60	3600
5	Ahmad Yahtzir Syar	56	3136	72	5184
6	Andi Rulian Ramadhan	56	3136	76	5776
7	Andika Ramdan	32	1024	32	1024
8	Baso Maman Rahmat	36	1296	40	1600
9	Chantika Ayu Angelina Deni	20	400	32	1024
10	Dian Riani	56	3136	60	3600
11	Fatmawati	40	1600	40	1600
12	Firda Mughanifur	48	2304	64	4096
13	Hadis Safitri	32	1024	32	1024
14	Sulfiana	52	2704	72	5184
15	Muh. Akbar Setiawan	36	1296	52	2704
16	Muh. Reski Aprian Dana	40	1600	56	3136
17	Muhammad Syahril	56	3136	56	3136
18	Gustika April	36	1296	32	1024
19	Nur Risna	60	3600	76	5776
20	Nurul Aqila	52	2704	60	3600
21	Nurul Magfirah	60	3600	76	5776
22	Rian Hidayat	44	1936	56	3136
23	Rifka Rahyani	32	1024	60	3600
24	Risma	60	3600	76	5776
25	Risnawati	56	3136	52	2704
26	Sahrul Gunawan	36	1296	44	1936
Total		1140	53456	1400	81344

APPENDIX III

The Mean Score of Experimental Class and Control Class

A. Pre-Test

1. Experimental class

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$\bar{X}_1 = \frac{1152}{26}$$

$$\bar{X}_1 = 44.3$$

2. Control class

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$\bar{X}_1 = \frac{1140}{26}$$

$$\bar{X}_1 = 43.84$$

B. Post-Test

1. Experimental class

$$\bar{X}_2 = \frac{\sum X}{N}$$

$$\bar{X}_2 = \frac{2004}{26}$$

$$\bar{X}_2 = 77.07$$

2. Control class

$$\bar{X}_2 = \frac{\sum X}{N}$$

$$\bar{X}_2 = \frac{1400}{26}$$

$$\bar{X}_2 = 53.84$$

APPENDIX IV

Standard Deviation of Experimental Class and Controlled Class

A. Pre-Test

1. Experimental class

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$\text{Where: } SS_1 = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$SS_1 = 53984 - \frac{(1152)^2}{26}$$

$$SS_1 = 53984 - \frac{1327104}{26}$$

$$SS_1 = 53984 - 51042.46$$

$$SS_1 = 2941.54$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{2941.54}{26-1}}$$

$$SD = \sqrt{\frac{2941.54}{25}}$$

2. Control class

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$\text{Where: } SS_1 = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$SS_1 = 53456 - \frac{(1140)^2}{26}$$

$$SS_1 = 53456 - \frac{1299600}{26}$$

$$SS_1 = 53456 - 49984.15$$

$$SS_1 = 3471.85$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{3471.85}{26-1}}$$

$$SD = \sqrt{\frac{3471.85}{25}}$$

$$SD = \sqrt{117.66}$$

$$SD = 10.84$$

$$SD = \sqrt{138.874}$$

$$SD = 11.78$$

B. Post-Test

1. Experimental class

2. Control class

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\text{Where: } SS_2 = \Sigma X^2 - \frac{(\Sigma X)^2}{n}$$

$$\text{Where: } SS_2 = \Sigma X^2 - \frac{(\Sigma X)^2}{n}$$

$$SS_2 = 159520 - \frac{(2004)^2}{26}$$

$$SS_2 = 81344 - \frac{(1400)^2}{26}$$

$$SS_2 = 159520 - \frac{4016016}{26}$$

$$SS_2 = 81344 - \frac{1960000}{26}$$

$$SS_2 = 159520 - 154462.15$$

$$SS_2 = 81344 - 75384.61$$

$$SS_2 = 5057.85$$

$$SS_2 = 5959.39$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{5057.85}{26-1}}$$

$$SD = \sqrt{\frac{5959.39}{26-1}}$$

$$SD = \sqrt{\frac{5057.85}{25}}$$

$$SD = \sqrt{\frac{5959.39}{25}}$$

$$SD = \sqrt{202.31}$$

$$SD = 14.22$$

$$SD = \sqrt{238.37}$$

$$SD = 15.43$$



APPENDIX V

The Significant Difference

1. T-Test in Pre-Test

$$\bar{X}_1 = 44.3 \quad SS_1 = 2941.54$$

$$\bar{X}_2 = 43.84 \quad SS_2 = 3471.85$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{44.3 - 43.84}{\sqrt{\left(\frac{2941.54 + 3471.85}{26 + 26 - 2}\right)\left(\frac{1}{26} + \frac{1}{26}\right)}}$$

$$t = \frac{0.46}{\sqrt{\left(\frac{6413.39}{50}\right)\left(\frac{2}{26}\right)}}$$

$$t = \frac{0.46}{\sqrt{(128.26)(0.07)}}$$

$$t = \frac{6.08}{\sqrt{8.97}}$$

$$t = \frac{0.46}{2.9}$$

$$t_{\text{Hitung}} = 0.15$$

t-Table

For level of significance (D) = 0.05

Degree of freedom (df) = $(N_1 + N_2) - 2 = (26 + 26) - 2 = 50$

t – Table = 2.021

2. T-Test in Post-Test

$$\bar{X}_1 = 77.07 \quad SS_1 = 5057.85$$

$$\bar{X}_2 = 53.84 \quad SS_2 = 5959.39$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{77.07 - 53.84}{\sqrt{\left(\frac{5057.85 + 5959.39}{26 + 26 - 2} \right) \left(\frac{1}{26} + \frac{1}{26} \right)}}$$

$$t = \frac{23.23}{\sqrt{\left(\frac{11017.24}{50} \right) \left(\frac{2}{26} \right)}}$$

$$t = \frac{23.23}{\sqrt{(220.34)(0.07)}}$$

$$t = \frac{23.23}{\sqrt{15.42}}$$

$$t = \frac{23.23}{3.92}$$

$$t_{\text{Hitung}} = 5.92$$

t-Table

For level of significance (D) = 0.05

Degree of freedom (df) = $(N_1 + N_2) - 2 = (26 + 26) - 2 = 50$

t – Table = 2.021



APPENDIX VI

Distribution of t –Table

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0.005
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898

18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617

APPENDIX VII

LESSON PLAN 1

School : MTsN Pitumpanua

Subject : English

Class/Semester : VIII/I

Time Allotment : 2x40 Minutes

Language Skill : Speaking

A. STANDARD COMPETENCE

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

B. BASIC COMPETENCE

3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

C. LEARNING OBJECTIVES

1. Students are able to understand the characteristics, social function, and generic structure of Simple Present Tense
2. Students are able to use Simple Present Tense correctly.

D. LEARNING ACTIVITIES

Pre-Activity:

1. The researcher opens the lesson by greeting and then the researcher checks the attendance list.
2. The researcher builds the students' motivation.

Main Activity:

3. The researcher asks several questions to students randomly to know the students' prior knowledge of *personal pronouns, verb, noun, adjective, and adverb*.

4. The researcher writes some sentences on the white-board and asks the students to find the words of *personal pronouns, verb, noun, adjective, and adverb* from the sentences.
5. The researcher asks the students translate the words into Bahasa Indonesia.
6. The researcher gives the students some minutes to memorize the personal pronoun.
7. The researcher throws a ball randomly to the students.
8. The researcher asks the students who catch the ball to mention the *personal pronouns* and its meaning in Bahasa Indonesia.
9. The researcher gives the ball to a student and the student asks a question about *personal pronouns* by throwing the ball to his/her friend. Each student has a chance to throw and catch the ball.
10. The researcher explains about *personal pronouns, verb, noun, adjective, and adverb*.
11. The researcher answers the students' questions about the material.

Post Activity

12. The researcher makes a conclusion.
13. The researcher closes the meeting.

E. MATERIAL

Personal Pronouns

F. SOURCE

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011.

LESSON PLAN 2

School : MTsN Pitumpanua
Subject : English
Class/Semester : VIII/I
Time Allotment : 2x40 Minutes
Language Skill : Speaking

A. STANDARD COMPETENCE

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

B. BASIC COMPETENCE

3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

C. LEARNING OBJECTIVES

1. Students are able to understand the characteristics, social function, and generic structure of Simple Present Tense
2. Students are able to use Simple Present Tense correctly.

D. LEARNING ACTIVITIES

Pre-Activity:

1. The researcher opens the lesson by greeting and then the researcher checks the attendance list.
2. The researcher builds the students' motivation.

Main Activity:

3. The researcher asks several questions to students randomly to know the students' prior knowledge about Simple Present Tense.
4. The researcher asks the students to mention the example of general truths and habitual actions.

5. The researcher explains general description about the characteristics, generic structure and social function of Simple Present Tense.
6. The researcher asks the students to identify the different pattern of *verbal* and *nominal* sentence and the different pattern of *affirmative*, *negative*, and *interrogative* sentence.
7. The researcher throws a ball randomly to the students.
8. The researcher gives an instruction to the students who catch the ball to change the sentences (example: change the sentence from *affirmative* into *negative* sentence, change *the personal pronoun*, etc).
9. The researcher gives the ball to a student and the student give an instruction to change the sentence by throwing the ball to his/her friend. Each student has a chance to throw and catch the ball.
10. The researcher explains the students' common mistakes in changing the sentences during the activity before.
11. The researcher answers the students' questions about the material.

Post Activity

12. The researcher makes a conclusion.
13. The researcher closes the meeting.

E. MATERIAL

What is Simple Present Tense?

F. SOURCE

<https://slideshare.net/mobile/iraidahj/simple-present-tense-10194657>

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011.

LESSON PLAN 3

School : MTsN Pitumpanua
Subject : English
Class/Semester : VIII/I
Time Allotment : 2x40 Minutes
Language Skill : Speaking

A. STANDARD COMPETENCE

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

B. BASIC COMPETENCE

3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

C. LEARNING OBJECTIVES

1. Students are able to understand the characteristics, social function, and the generic structure of Simple Present Tense
2. Students are able to use Simple Present Tense correctly.

D. LEARNING ACTIVITIES

Pre-Activity:

1. The researcher opens the lesson by greeting and then the researcher checks the attendance list.
2. The researcher builds the students' motivation.

Main Activity:

3. The researcher asks several questions to students randomly about the previous material.

4. The researcher asks the students to practice in pairs. The students ask questions about the hobbies and interests of their partner.
5. The researcher throws a ball to the students and the student who catch the ball has to introduce their partner to the rest of the class. The student who has introduced his/her partner throws the ball to the other student and give a question about their partner or instruction to change his/her sentences into another form (example: change the sentence from *affirmative* to *negative* or *interrogative*).
6. The researcher guides the students to throw the ball and give instructions to each other. Each student has a chance to throw and catch the ball.
7. The researcher reviews and discusses the students' hobbies and interests.
8. The researcher answers the students' questions about the material.
9. The researcher appreciates the students' work.

Post Activity

10. The researcher makes a conclusion.
11. The researcher closes the meeting.

E. MATERIAL

Simple Present Tense in Verbal Sentence

F. SOURCE

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011.

LESSON PLAN 4

School : MTsN Pitumpanua
Subject : English
Class/Semester : VIII/I
Time Allotment : 2x40 Minutes
Language Skill : Writing and Speaking

A. STANDARD COMPETENCE

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

B. BASIC COMPETENCE

3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

C. LEARNING OBJECTIVES

1. Students are able to understand the characteristics, social function, and the generic structure of Simple Present Tense
2. Students are able to use Simple Present Tense correctly.

D. LEARNING ACTIVITIES

Pre-Activity:

1. The researcher opens the lesson by greeting and then the researcher checks the attendance list.
2. The researcher builds the students' motivation.

Main Activity:

3. The researcher asks several questions to students randomly about the previous material.

4. The researcher gives a task to the students to write a simple paragraph with theme *Daily Activity*.
5. The researcher asks a student to read her/his writing loudly.
6. The researcher throws the ball to the other student and asks the student to correct their friend's sentence if there is any mistakes.
7. The researcher guides the students to throw the ball to their friends and correct each other.
8. The researcher explains another example about verbal sentence of Simple Present Tense.
9. The researcher answers the students' questions about the material.
10. The researcher appreciates the students' work.

Post Activity

11. The researcher makes a conclusion.
12. The researcher closes the meeting.

E. MATERIAL

Daily Activity

F. SOURCE

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011.

LESSON PLAN 5

School : MTsN Pitumpanua
Subject : English
Class/Semester : VIII/I
Time Allotment : 2x40 Minutes
Language Skill : Speaking and Writing

A. STANDARD COMPETENCE

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

B. BASIC COMPETENCE

3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

C. LEARNING OBJECTIVES

1. Students are able to understand the characteristics, social function, and the generic structure of Simple Present Tense
2. Students are able to use Simple Present Tense correctly.

D. LEARNING ACTIVITIES

Pre-Activity:

1. The researcher opens the lesson by greeting and then the researcher checks the attendance list.
2. The researcher builds the students' motivation.

Main Activity:

3. The researcher asks several questions to students randomly about the previous material.

4. The researcher asks the students to mention several sentences by using *to be*.
5. The researcher writes the sentences on white-board.
6. The students make a big circle and the researcher stand up in the middle of the circle.
7. The researcher throws a ball to the students and gives instructions to change the form or the certain part of the sentences on the white-board. If the answer is incorrect, the researcher throws the ball back and the student corrects their answer until the students know their mistake. If the answer is correct, the researcher throws the ball to others.
8. The researcher guides the students to throw the ball and give instructions to each other. Each student has a chance to throw and catch the ball.
9. The researcher asks the students back to their desks.
10. The researcher asks the students to write 5 affirmative sentences by using *to be* and change the sentences into negative and interrogative sentences by themselves.
11. The researcher discusses the material about nominal sentence.
12. The researcher appreciates the students' work.

Post Activity

13. The researcher gives advices and suggestions to the students.
14. The researcher makes a conclusion.
15. The researcher closes the meeting.

E. MATERIAL

Simple Present Tense in Nominal Sentence

F. SOURCE

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011.

ALAUDDIN
M A K A S S A R

LESSON PLAN 6

School : MTsN Pitumpanua
Subject : English
Class/Semester : VIII/I
Time Allotment : 2x40 Minutes
Language Skill : Writing and Speaking

A. STANDARD COMPETENCE

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

B. BASIC COMPETENCE

3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

C. LEARNING OBJECTIVES

1. Students are able to understand the characteristics, social function, and generic structure of Simple Present Tense
2. Students are able to use Simple Present Tense correctly.

D. LEARNING ACTIVITIES

Pre-Activity:

1. The researcher opens the lesson by greeting and then the researcher checks the attendance list.
2. The researcher builds the students' motivation.

Main Activity:

3. The researcher asks several questions to students randomly about the previous material.
4. The researcher gives a task to the students to write a simple paragraph with theme *Self Introduction*.
5. The researcher asks a student to read her/his writing loudly.
6. The researcher throws the ball to the other student and asks the student to correct their friend's sentence if there is any mistake.
7. The researcher guides the students to throw the ball to their friends and correct each other.
8. The researcher explains another example about nominal sentence of Simple Present Tense.
9. The researcher answers the students' questions about the material.
10. The researcher appreciates the students' work.

Post Activity

11. The researcher makes a conclusion.
12. The researcher closes the meeting.

E. MATERIAL

Self Introduction

F. SOURCE

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011.

LESSON PLAN 7

School : MTsN Pitumpanua
Subject : English
Class/Semester : VIII/I
Time Allotment : 2x40 Minutes
Language Skill : Speaking and Writing

A. STANDARD COMPETENCE

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

B. BASIC COMPETENCE

3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

C. LEARNING OBJECTIVES

1. Students are able to understand the characteristics, social function, and the generic structure of Simple Present Tense
2. Students are able to use Simple Present Tense correctly.

D. LEARNING ACTIVITIES

Pre-Activity:

1. The researcher opens the lesson by greeting and then the researcher checks the attendance list.
2. The researcher builds the students' motivation.

Main Activity:

1. The researcher explains the material of Yes/No Question.
2. The researcher shows several pictures.
3. The researcher asks questions to students and the students answer the questions by using Yes/No Question based on the pictures.
4. The researcher asks the students to throw a ball and give a free question by using *to be*, *to do*, and *modals* to the other students.
5. The researcher guides the students to throw the ball and give instructions to each other. Each student has a chance to throw and catch the ball.
6. The researcher asks the students to practice in pairs. Each student writes 7 questions by using *to be*, *to do*, and *modals*. Their partner has to answer the questions by using Yes/No Question.
7. The researcher appreciates and the students' work and corrects them if there is any mistake.

Post Activity

8. The researcher gives advices and suggestions to the students.
9. The researcher makes a conclusion.
10. The researcher closes the meeting.

E. MATERIAL

Yes/No Question in Simple Present Tense

F. SOURCE

<https://www.slideshare.com/mobile/tebaestruba/present-simple-explanation-exercises>

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011.

LESSON PLAN 8

School : MTsN Pitumpanua
Subject : English
Class/Semester : VIII/I
Time Allotment : 2x40 Minutes
Language Skill : Speaking and Writing

A. STANDARD COMPETENCE

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

B. BASIC COMPETENCE

3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

C. LEARNING OBJECTIVES

1. Students are able to understand the characteristics, social function, and the generic structure of Simple Present Tense
2. Students are able to use Simple Present Tense correctly.

D. LEARNING ACTIVITIES

Pre-Activity:

1. The researcher opens the lesson by greeting and then the researcher checks the attendance list.
2. The researcher builds the students' motivation.

Main Activity:

3. The researcher explains the material of WH Question.

4. The researcher asks several questions to students and the students answer the questions by using WH Question.
5. The researcher asks the students to throw a ball and give a free question by using WH Question to the other students.
6. The researcher guides the students to throw the ball and give instructions to each other. Each student has a chance to throw and catch the ball.
7. The researcher asks the students to practice in pairs. Each student writes 7 questions by using WH Question. The students answer their partner's question alternately.
8. The researcher appreciates the students' work and corrects them if there is any mistake.

Post Activity

9. The researcher gives advices and suggestions to the students.
10. The researcher makes a conclusion.
11. The researcher closes the meeting.

E. MATERIAL

WH Question in Simple Present Tense

F. SOURCE

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011.

APPENDIX VIII

INSTRUMENT (Pre-test)

Time Allotment: 40 minutes

Instructions:

1. Write your name at the top right corner of the paper.
2. Read the questions carefully before answering.
3. You may open your dictionary.

I. Change the sentences into negative and interrogative form of Simple Present Tense.

1. The earth moves around the sun.
2. These color pencils are mine.
3. **There is an apple on the table.**
4. **They work in the supermarket**
5. **His sister is 17 years old.**

II. Put the verbs in the brackets into the correct form of Simple Present Tense.

1. I (*drink*) _____ a glass of milk every morning.
2. Mrs. Dina (*be*) _____ an English in my school.
3. *My friends and I (be) _____ members of this organization.*
4. *That beautiful bag (be) _____ expensive.*
5. *Aisyah never (come) _____ to school this week.*

III. Choose the correct signal word of Simple Present Tense.

1. *My brothers and I (next month/usually/already) spend our holidays in grandpa's village.*
2. *Ali takes English course (every Monday/next Friday/yesterday)*
3. *Astri checks her email (since yesterday/two days ago/three times a day)*
4. *(Tomorrow/Sometimes/Last Saturday), I do my homework in the library.*
5. *The flight to Jakarta leaves (every two hours/the last two hours/two hours ago).*

IV. Ask for the bold part of the sentence by using WH questions.

1. The children usually get up **at 5 o'clock** in the morning.
2. Rere always brings **a mini English dictionary** in her bag.
3. She does not like the shoes **because they do not fit to her feet.**
4. **Amel** does not come to my birthday party this afternoon.
5. There are **two** little rabbits in the cage.

INSTRUMENT (Post-test)

Time Allotment: 40 minutes

Instructions:

- 4. Write your name at the top right corner of the paper.**
- 5. Read the questions carefully before answering.**
- 6. You may open your dictionary.**

V. Change the sentences into negative and interrogative form of Simple Present Tense.

6. There are seven days in a week.
7. My father goes to office.
8. **There is a little rabbit in the cage.**
9. **Syahrini is a very famous singer.**
10. **My younger brother is three years old.**

VI. Put the verbs in the brackets into the correct form of Simple Present Tense.

6. My father (*read*) _____ newspaper every morning.
7. Ani (*be*) _____ a gymnastic instructor.
8. *I always (listen) _____ to music before sleep.*
9. *That tall man (be) _____ my father.*
10. *Aisyah usually (meet) _____ Dina at the cafeteria.*

VII. Choose the correct signal word of Simple Present Tense.

6. *My friend (will/often/already) go to Bali with his family*
7. *Intan visits her grandmother (yesterday/next week/every month).*

8. *Astri takes her medicine (since yesterday/three days ago/three times a day)*
9. *I (always/will/did) sweep the floor every morning.*
10. *The train to Surabaya arrives (every three hours/the last three hours/three hours ago).*

VIII. Ask for the bold part of the sentence by using WH questions.

6. The children go to school **at 7 o'clock**.
7. Aini puts **her book** on the table.
8. I choose this small bag **because I love its color**.
9. **Jenny and Maryam** often come late.
10. He borrows **three books** from the library.

APPENDIX IX
DOCUMENTATION

PRE TEST



M A K A S S A R



TREATMENT





POST TEST





UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R



SRN CO 0000426

PEMERINTAH KABUPATEN WAJO
BADAN PELAYANAN PERIZINAN TERPADU DAN PENANAMAN MODAL

Jl. Jend. Achmad Yani No. 33 Tlp/Fax (0485) 323549

www.bpptpmwajokab@gmail.com, Sengkang (90915), Kabupaten Wajo, Provinsi Sulawesi Selatan

IZIN PENELITIAN / SURVEY

Nomor : 0427/IP/BPPTPM/2016

- Membaca : Surat Permohonan **MEGAWATI** Tanggal **14-09-2016**
Tentang Penerbitan Izin Penelitian / Survey
- Mengingat : 1. Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
2. Peraturan Bupati Wajo Nomor 11 Tahun 2015 Tentang Pelimpahan Kewenangan Pelayanan Perizinan Kepada Badan Pelayanan Perizinan Terpadu dan Penanaman Modal Kabupaten Wajo
- Memperhatikan : 1. Surat Dekan Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar Nomor : T.1/TL.00/5395/2016 Tanggal 01 September 2016 Perihal : Izin Penelitian
2. Rekomendasi Tim Teknis Nomor **00424/IP/TIM-TEKNIS/IX/2016** Tanggal **15-09-2016** Tentang Penerbitan Izin Penelitian / Survey
- Menetapkan : Memberikan IZIN PENELITIAN / SURVEY kepada :
- Nama : **MEGAWATI**
Tempat / Tgl Lahir : **MATTIROWALIE , 21 APRIL 1995**
Alamat : **DUSUN MATTIROWALIE**
Universitas / lembaga : **UIN ALAUDDIN MAKASSAR**
Judul Penelitian : **THE EFFECTIVENESS OF GIVING TRANSFORMATIONAL GRAMMAR DRILL THROUGH GAME TO IMPROVE STUDENTS' GRAMMAR UNDERSTANDING AT THE SECOND GRADE STUDENTS OF MTs NEGERI PITUMPANUA**
- Lokasi Penelitian : **MTs NEGERI PITUMPANUA**
- Lama Penelitian : **06 September 2016 s.d 01 November 2016**

Untuk hal ini tidak merasa keberatan atas pelaksanaan Penelitian / Survey dimaksud dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah pelaksanaan penelitian harus melaporkan diri kepada pemerintah setempat dan instansi yang bersangkutan
2. Penelitian tidak menyimpang dari masalah yang telah diizinkan, semata-mata untuk kepentingan ilmiah
3. Mentaati Semua perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat



Dibuatkan di : **Sengkang**
Pada Tanggal : **15 September 2016**

KEPALA BADAN,

M. SYAMSU ALAM, S.Sos

Tembusan :

1. Kepala Badan Kesatuan Bangsa dan Politik Kab. Wajo
2. Kepala Instansi Tempat Penelitian
3. Camat Setempat
4. Pertinggal

Pangkat : **PEMBINA UTAMA MUDA**

NIP : **19570904 198501 1 001**

Retribusi : **Rp. 0**



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI PITUMPANUA
KABUPATEN WAJO

Jalan Poros Makassar Palopo Kel. Bulete Kab. Wajo Tlp. 0472321164

SURAT KETERANGAN PENELITIAN

Nomor: B-299/MTs.21-24-0/PP.00-5/10/2016

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri Pitumpanua menerangkan bahwa:

Nama	: MEGAWATI
Jurusan	: Pendidikan Bahasa Inggris
NIM	: 20400112048
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa (S1)
Universitas	: Universitas Islam Negeri Alauddin Makassar

Benar telah selesai mengadakan penelitian/pengambilan data pada MTs Negeri Pitumpanua dalam rangka penyusunan skripsi dengan judul **"THE EFFECTIVENESS OF GIVING TRANSFORMATIONAL GRAMMAR DRILL THROUGH GAME TO IMPROVE STUDENTS' GRAMMAR UNDERSTANDING AT THE SECOND GRADE STUDENTS OF MTs NEGERI PITUMPANUA"** yang dilaksanakan dari tanggal 20 September 2016 s/d 22 Oktober 2016.

Demikianlah surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 22 Oktober 2016

Kepala Madrasah,



Drs. H. BAKRI, M.Pd.I

NIP. 19670707199703 1 003

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CURRICULUM VITAE

Megawati, the researcher, was born in Mattirowalie which is located in Wajo Regency, South Sulawesi, on 21st of April 1995. She is the sixth daughter of H. Gena and Hj. Sitti Mulia. She has five siblings, three brothers and two sisters.

The researcher started schooling at MIN Mattirowalie Wajo Regency in 2000. She graduated from elementary school in 2006, then she continued her study in SMP Negeri 1 Pitumpanua. In 2009, she finished her study in junior high school and continued to SMA Negeri 1 Pitumpanua. She graduated from senior high school in 2012 and enrolled in Alauddin State Islamic University of Makassar in the same year. She was accepted as a student of English Education Department in Tarbiyah and Teaching Science Faculty. She also joined in some English communities such as New Generation Club (NGC) and English Devotee Community (EDIT).

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